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After-School Programs in Public Elementary Schools

First Look

NCES 2009-043

U.S. DEPARTMENT OF EDUCATION

After-School Programs in Public Elementary Schools

First Look

February 2009

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NCES 2009–043

U.S. DEPARTMENT OF EDUCATION

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Contents

Page

Acknowledgments iii

List of Tables vi

Appendix A Tables vii

First Look Summary 1
- Introduction 1
- Selected Findings 2

Tables 5

References 17

Appendix A: Standard Error Tables A-1

Appendix B: Technical Notes B-1

Appendix C: Questionnaire C-1

List of Tables

Table		Page
1	Number of public elementary schools and percent reporting that formal after-school programs were located at the school, by type of program and selected school characteristics: 2008	5
2	Percent of public elementary schools reporting that one or more stand-alone academic instruction/tutoring programs were located at the school, by type of program and selected school characteristics: 2008	6
3	Percentage distribution of public elementary schools reporting the number of formal after-school programs that were located at the school, by selected school characteristics: 2008	7
4	Total enrollment in formal after-school programs at public elementary schools and percentage distribution of enrollments in various types of programs, by selected school characteristics: 2008	8
5	Percentage distribution of public elementary schools with fee-based stand-alone day care programs reporting the number of hours per week that the program operated at the school, by selected school characteristics: 2008	9
6	Percentage distribution of public elementary schools with various types of stand-alone academic instruction/tutoring programs reporting the number of hours per week that the program operated at the school, by selected school characteristics: 2008	10
7	Percentage distribution of public elementary schools with 21st Century Community Learning Centers (21st CCLCs) reporting the highest grade served by the Center and the Center's hours of operation, by selected school characteristics: 2008	11
8	Percentage distribution of public elementary schools with various types of after-school programs reporting that transportation home was provided for students in the program: 2008	12
9	Percent of public elementary schools with various types of after-school programs reporting that transportation home was provided for some or all students in the program, by selected school characteristics: 2008	13
10	Percentage distribution of public elementary schools with various types of after-school programs reporting the extent to which various factors hindered students from participating in the program: 2008	14
11	Percent of public elementary schools reporting that their students attended various types of formal after-school programs at another location, by selected school characteristics: 2008	15

Appendix A Tables

Table		Page
1a	Standard errors for the number of public elementary schools and percent reporting that formal after-school programs were located at the school, by type of program and selected school characteristics: 2008	A-3
2a	Standard errors for the percent of public elementary schools reporting that one or more stand-alone academic instruction/tutoring programs were located at the school, by type of program and selected school characteristics: 2008	A-4
3a	Standard errors for the percentage distribution of public elementary schools reporting the number of formal after-school programs that were located at the school, by selected school characteristics: 2008	A-5
4a	Standard errors for the total enrollment in formal after-school programs at public elementary schools and percentage distribution of enrollments in various types of programs, by selected school characteristics: 2008	A-6
5a	Standard errors for the percentage distribution of public elementary schools with fee-based stand-alone day care programs reporting the number of hours per week that the program operated at the school, by selected school characteristics: 2008	A-7
6a	Standard errors for the percentage distribution of public elementary schools with various types of stand-alone academic instruction/tutoring programs reporting the number of hours per week that the program operated at the school, by selected school characteristics: 2008	A-8
7a	Standard errors for the percentage distribution of public elementary schools with 21st Century Community Learning Centers (21st CCLCs) reporting the highest grade served by the Center and the Center's hours of operation, by selected school characteristics: 2008	A-9
8a	Standard errors for the percentage distribution of public elementary schools with various types of after-school programs reporting that transportation home was provided for students in the program: 2008	A-10
9a	Standard errors for the percent of public elementary schools with various types of after-school programs reporting that transportation home was provided for some or all students in the program, by selected school characteristics: 2008	A-11
10a	Standard errors for the percentage distribution of public elementary schools with various types of after-school programs reporting the extent to which various factors hindered students from participating in the program: 2008	A-12
11a	Standard errors for the percent of public elementary schools reporting that their students attended various types of formal after-school programs at another location, by selected school characteristics: 2008	A-13

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First Look Summary

Introduction

How school-age children spend their time after school is a topic of interest among educators, policymakers, researchers, and parents. Many parents choose to have their children attend after-school programs, which may provide diverse services such as academic instruction, cultural enrichment, safe places to stay, and adult supervision for children (Carver and Iruka 2006; James-Burdumy et al. 2005; Kleiner, Nolin, and Chapman 2004). Prior research on the topic indicates that before- and after-school day care programs were more prevalent at elementary schools than secondary or combined schools in 2004 (44 percent versus 5 and 14 percent, respectively), and half of all public elementary schools offered after-school academic instruction programs for students who needed academic assistance (Strizek et al. 2006).

This study provides a national profile of various types of formal after-school programs physically located at public elementary schools in 2008. Examples of formal after-school programs include extended day care programs, academic instruction/tutoring programs, and 21st Century Community Learning Centers. Formal after-school programs exclude clubs or activities that are offered as school-sponsored extra curricular activity. In this report, **stand-alone programs** refer to after-school programs that focus primarily on a single type of service (e.g., only day care) while **broad-based programs** refer to after-school programs that provide a combination of services (i.e., multiple activities such as academic enrichment and cultural activities). This report further categorizes after-school programs into four types.

- **Fee-based stand-alone day care programs** refer to after-school day care for which parents paid fees. These programs operate primarily to provide adult supervision for students after school, although the programs may incorporate homework help, recreational activities, and cultural enhancement activities such as arts and crafts.

- **Stand-alone academic instruction/tutoring programs** focus exclusively on academic instruction or tutoring to improve student performance in core academic subject areas such as math, reading, and science. Programs include the Supplemental Educational Services (SES) in schools that did not make Adequate Yearly Progress (AYP), other stand-alone programs that focus on improving academic standards of students who are at risk of school failure, and programs that may provide additional academic exposure for students who are doing well in school.[1]

- **The 21st Century Community Learning Centers (21st CCLCs)** are administered through the federally funded 21st CCLC Program to provide academic enrichment opportunities, including instruction in core academic subjects and a broad array of enrichment activities, to complement regular academic programs. These broad-based after-school programs have a core academic component and additional components in areas such as art, music, drama, technology education, and counseling.[2]

[1] Supplemental Educational Services (SES) are a component of Title I of the Elementary and Secondary Education Act as reauthorized by the *No Child Left Behind Act* (NCLB). Under this legislation, schools that did not make Adequate Yearly Progress (AYP) are required to provide extra academic assistance for eligible children. For more information, go to *http://www.ed.gov/policy/elsec/guid/suppsvcsguid.doc*.

[2] Under Title IV of the Elementary and Secondary Education Act (ESEA), the 21st Century Community Learning Center (21st CCLC) Program provides funds for 21st CCLCs to offer academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program is designed to help students meet state and local student standards in core academic subjects, offer students a broad array of enrichment activities that can complement regular academic programs, and provide literacy and other educational services to the families of participating children. For more information, go to *http://www.ed.gov/programs/21stcclc/index.html*.

- **Other types of formal stand-alone or broad-based after-school programs** include a variety of stand-alone and broad-based after-school programs that do not fit into the above-named categories. For example, some broad-based programs may be former 21st CCLCs that continue to offer the same kinds of services, often as fee-based programs. Examples of stand-alone after-school programs other than fee-based day care and academic instruction/tutoring programs include those that focus exclusively on topics such as fine arts or violence prevention.

For each of the first three types of programs—fee-based stand-alone day care programs, stand-alone academic instruction/tutoring programs, and 21st CCLCs—the survey collected basic information on student enrollment and program schedule. To provide current information about some of the key issues surrounding after-school program offerings, the survey also collected information about transportation home for students, whether students from other schools attend the program, and the extent to which selected factors reportedly hinder students from participating in the programs. The survey also collected similar information about all other types of formal after-school programs, including data on the number of programs, student enrollment, transportation home for students, and factors reported to hinder student participation. To complete the picture of student participation in after-school programs, the survey asked schools whether their students attend after-school programs at other locations.

The National Center for Education Statistics in the Institute of Education Sciences conducted the survey in spring 2008 using the Fast Response Survey System (FRSS). FRSS is a survey system designed to collect small amounts of issue-oriented data from a nationally representative sample of schools, with minimal burden on respondents and within a relatively short period of time. Questionnaires were mailed to approximately 1,800 public elementary schools in the 50 states and the District of Columbia. The unweighted survey response rate was 91 percent, as was the weighted response rate. Data were adjusted for questionnaire nonresponse and weighted to yield national estimates that represent all public elementary schools in the United States.

Because the purpose of this report is to introduce new NCES data through the presentation of tables containing descriptive information, only selected findings are presented. These findings have been chosen to demonstrate the range of information available from the FRSS study rather than to discuss all of the observed differences; they are not meant to emphasize any particular issue. The findings are based on self-reported data from public elementary schools. Some of the survey responses (e.g., small, moderate, and large extent) were not defined for respondents.

All specific statements of comparisons made in the bullets have been tested for statistical significance at the .05 level using Student's *t*-statistics to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Tables of standard error estimates are provided in appendix A. Detailed information about the survey methodology is provided in appendix B, and the questionnaire can be found in appendix C.

Selected Findings

This section presents key findings on after-school programs at public elementary schools.

- Of the estimated 49,700 public elementary schools in the nation, 56 percent reported that one or more after-school programs were physically located at the school in 2008 (table 1). Forty-six percent of all public elementary schools reported a fee-based stand-alone day care program, 43 percent reported one or more stand-alone academic instruction/tutoring programs, and 10 percent reported a 21st CCLC.

- One-tenth of public elementary schools indicated that they provided SES (table 2). These programs, required to be offered by schools that do not make Adequate Yearly Progress under the No Child Left Behind legislation, were reported by 20 percent of city schools, 21 percent of high minority schools, and 23 percent of high poverty schools.

- Eighteen percent of all public elementary schools reported one formal after-school program, 23 percent reported two programs, 14 percent reported three or more programs, and 44 percent indicated that no formal after-school programs were located at the school (table 3).

- Public elementary schools reported an estimated 4 million enrollments in formal after-school programs at public elementary schools (table 4). These include duplicated enrollments because a student could be counted more than once if he/she enrolled in more than one program. Fee-based stand-alone day care accounted for 34 percent of the total enrollments in after-school programs, stand-alone academic instruction/tutoring programs accounted for 39 percent, 21st CCLCs accounted for 11 percent, and other types of formal after-school programs accounted for 16 percent.

- Of the schools that offered fee-based stand-alone day care, 23 percent indicated that the program operated less than 15 hours per week, 52 percent reported that the program operated 15 to 19 hours per week, and one-fourth indicated that the program operated for 20 or more hours per week (table 5). Among schools that offered various types of stand-alone academic instruction/tutoring programs, the proportion reporting that the programs operated for 5 or more hours per week ranged from 29 to 34 percent (table 6). Of the schools that offered 21st CCLCs, 21 percent indicated that the program operated less than 10 hours per week, 35 percent reported that the program operated 10 to 14 hours per week, and 45 percent reported that the program operated for 15 or more hours per week (table 7).

- Forty-one percent of public elementary schools with 21st CCLCs reported that their 21st CCLC provided transportation home for students; 37 percent of the schools with stand-alone academic instruction/tutoring programs reported providing transportation home; 4 percent of the schools with fee-based stand-alone day care reported providing transportation home; and 24 percent with other types of after-school programs indicated that the school provided transportation home for students (tables 8 and 9).

- Among public elementary schools with fee-based stand-alone day care that was operated by the school or district, 38 percent indicated that cost to parents hindered student participation in the program to a moderate or large extent, 23 percent reported that the lack of/inadequate transportation hindered student participation to a moderate or large extent, and 21 percent indicated that insufficient slots hindered student participation to a moderate or large extent (derived from table 10). Thirteen percent of the schools with 21st CCLCs reported that the lack of/inadequate transportation hindered student participation in the program to a moderate or large extent, and 29 percent indicated that insufficient slots hindered student participation in the program to a moderate or large extent.

- Forty-six percent of public elementary schools reported that their students attended fee-based stand-alone day care at another location, 22 percent reported that students attended stand-alone academic instruction/tutoring programs, 3 percent reported that students attended 21st CCLCs, and 8 percent reported that students attended other types of formal after-school programs at another location (table 11).

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Table 1. Number of public elementary schools and percent reporting that formal after-school programs were located at the school, by type of program and selected school characteristics: 2008

Selected characteristic	Total number of public elementary schools	Percent of schools with: Any formal after-school program	Fee-based stand-alone day care	Stand-alone academic instruction/ tutoring program	21st Century Community Learning Center	Other types of formal stand-alone or broad-based after-school programs[1]
All public elementary schools	49,700	56	46	43	10	16
Enrollment size						
Less than 300	13,100	49	24	37	10	11
300 to 499	17,600	58	51	44	9	18
500 or more	19,000	58	55	47	10	18
School locale						
City	14,000	71	52	57	13	21
Urban fringe	17,200	49	60	38	6	18
Town	4,200	57	21	47	9	12
Rural	14,300	48	29	34	12	10
Region						
Northeast	9,200	53	49	43	8	17
Southeast	10,900	58	55	44	12	13
Central	13,300	50	43	39	9	12
West	16,300	60	40	46	11	21
Percent minority enrollment						
Less than 6 percent	8,700	44	29	33	8	12
6 to 20 percent	11,600	41	52	32	4	13
21 to 49 percent	11,500	51	59	40	7	12
50 percent or more	17,800	73	41	57	16	22
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	17,500	38	61	29	2	15
35 to 49 percent	7,200	52	42	45	6	10
50 to 74 percent	11,600	60	41	43	13	15
75 percent or more	13,400	77	31	59	20	22

[1]Other types of formal after-school programs are after-school programs other than fee-based stand-alone day care, stand-alone academic instruction/tutoring programs, and 21st Century Community Learning Centers.
NOTE: Percents do not sum to 100 because schools could report more than one formal after-school program.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 2. Percent of public elementary schools reporting that one or more stand-alone academic instruction/tutoring programs were located at the school, by type of program and selected school characteristics: 2008

Selected characteristic	One or more stand-alone academic instruction/tutoring programs	Type of stand-alone academic instruction/tutoring program		
		Supplemental Education Services (SES)	Other stand-alone academic instruction/ tutoring program for students who need assistance	Other types of stand-alone academic instruction/ tutoring program
All public elementary schools	43	11	34	10
Enrollment size				
Less than 300	37	6	31	7
300 to 499	44	11	34	10
500 or more	47	14	38	12
School locale				
City	57	20	45	13
Urban fringe	38	9	31	9
Town	47	8	37	10
Rural	34	5	28	8
Region				
Northeast	43	14	33	9
Southeast	44	11	35	9
Central	39	11	31	9
West	46	8	38	12
Percent minority enrollment				
Less than 6 percent	33	5	28	7
6 to 20 percent	32	4	26	7
21 to 49 percent	40	5	34	8
50 percent or more	57	21	44	14
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	29	4	24	8
35 to 49 percent	45	8	36	7
50 to 74 percent	43	8	38	9
75 percent or more	59	23	44	16

NOTE: Percentages are based on the estimated 49,700 public elementary schools in the nation. Percents do not sum to the percent of public elementary schools with academic instruction/tutoring programs because schools could report more than one type of program.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 3. Percentage distribution of public elementary schools reporting the number of formal after-school programs that were located at the school, by selected school characteristics: 2008

School characteristic	No program	1 program	2 programs	3 or more programs
All public elementary schools	44	18	23	14
Enrollment size				
Less than 300	51	25	16	8
300 to 499	42	18	27	14
500 or more	42	15	25	18
School locale				
City	29	17	34	20
Urban fringe	51	12	22	15
Town	43	32	16	9
Rural	52	23	17	8
Region				
Northeast	47	17	21	14
Southeast	42	18	27	13
Central	50	18	22	11
West	40	20	24	17
Percent minority enrollment				
Less than 6 percent	56	22	15	8
6 to 20 percent	59	13	17	11
21 to 49 percent	49	15	24	12
50 percent or more	27	23	31	19
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	62	7	17	14
35 to 49 percent	48	24	20	8
50 to 74 percent	40	23	25	11
75 percent or more	23	27	32	18

NOTE: Percentages are based on the estimated 49,700 public elementary schools in the nation. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 4. Total enrollment in formal after-school programs at public elementary schools and percentage distribution of enrollments in various types of programs, by selected school characteristics: 2008

Selected characteristic	Total enrollment in formal after- school programs	Percent of total enrollment in: Fee-based stand-alone day care	Stand-alone academic instruction/ tutoring program	21st Century Community Learning Center	Other types of formal stand-alone or broad-based after-school programs[1]
All public elementary schools	4,007,000	34	39	11	16
Enrollment size					
Less than 300	496,000	23	40	18	19
300 to 499	1,284,000	35	39	11	17
500 or more	2,227,000	36	41	10	14
School locale					
City	1,661,000	26	47	12	15
Urban fringe	1,477,000	44	32	6	17
Town	214,000	22	49	16	14
Rural	654,000	35	33	19	13
Region					
Northeast	710,000	30	42	9	19
Southeast	1,060,000	47	33	10	10
Central	812,000	34	41	12	12
West	1,425,000	26	41	12	20
Percent minority enrollment					
Less than 6 percent	351,000	32	32	16	20
6 to 20 percent	644,000	52	26	7	15
21 to 49 percent	900,000	52	29	7	11
50 percent or more	2,112,000	21	49	13	17
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	1,169,000	59	22	2	16
35 to 49 percent	418,000	42	39	8	11
50 to 74 percent	847,000	29	39	15	17
75 percent or more	1,572,000	16	52	16	16

[1]Other types of formal after-school programs are after-school programs other than fee-based stand-alone day care, stand-alone academic instruction/tutoring programs, and 21st Century Community Learning Centers.

NOTE: The total enrollments in after-school programs include duplicated counts, based on enrollments for various after-school programs in the estimated 27,800 or 56 percent of public elementary schools that reported one or more formal after-school programs at the school. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 5. Percentage distribution of public elementary schools with fee-based stand-alone day care programs reporting the number of hours per week that the program operated at the school, by selected school characteristics: 2008

Selected characteristic	Less than 15 hours per week	15 to 19 hours per week	20 or more hours per week
All public elementary schools	23	52	25
Enrollment size			
Less than 300	30	54	16
300 to 499	22	52	26
500 or more	22	52	25
School locale			
City	21	54	25
Urban fringe	22	52	26
Town	‡	‡	‡
Rural	29	50	21
Region			
Northeast	23	58	19
Southeast	19	49	32
Central	35	49	16
West	17	54	29
Percent minority enrollment			
Less than 6 percent	28	50	22
6 to 20 percent	24	55	21
21 to 49 percent	22	50	27
50 percent or more	22	52	26
Percent of students eligible for free or reduced-price lunch			
Less than 35 percent	21	55	23
35 to 49 percent	30	49	21
50 to 74 percent	24	48	27
75 percent or more	22	50	27

‡ Reporting standards not met.
NOTE: Percentages are based on the estimated 22,700 or 46 percent of public elementary schools that had fee-based stand-alone day care programs at the school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 6. Percentage distribution of public elementary schools with various types of stand-alone academic instruction/tutoring programs reporting the number of hours per week that the program operated at the school, by selected school characteristics: 2008

Selected characteristic	Supplemental Educational Services (SES)[1]			Other stand-alone academic instruction/tutoring program for students who need academic assistance[2]			Other types of stand-alone academic instruction/ tutoring program[3]		
	1 to 2 hours	3 to 4 hours	5 or more hours	1 to 2 hours	3 to 4 hours	5 or more hours	1 to 2 hours	3 to 4 hours	5 or more hours
All public elementary schools	22	45	33	29	42	29	34	32	34
Enrollment size									
Less than 300	28	52	21	27	43	30	38	32	30
300 to 499	23	37	40	33	43	25	34	28	37
500 or more	20	49	32	27	41	33	32	35	32
School locale									
City	12	47	41	25	45	30	31	28	41
Urban fringe	34	38	28	32	42	26	35	33	31
Town	‡	‡	‡	32	40	29	‡	‡	‡
Rural	‡	‡	‡	30	38	32	32	35	33
Region									
Northeast	25	42	33	33	45	22	‡	‡	‡
Southeast	11	44	45	27	39	33	43	18	38
Central	25	44	31	37	38	25	29	42	28
West	26	49	26	23	44	33	36	31	33
Percent minority enrollment									
Less than 6 percent	‡	‡	‡	30	41	29	‡	‡	‡
6 to 20 percent	‡	‡	‡	37	38	25	‡	‡	‡
21 to 49 percent	‡	‡	‡	34	39	27	59	24	16
50 percent or more	16	45	38	23	45	32	21	36	43
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent	‡	‡	‡	38	39	23	39	33	29
35 to 49 percent	‡	‡	‡	32	41	27	‡	‡	‡
50 to 74 percent	‡	‡	‡	25	45	30	48	19	33
75 percent or more	11	45	44	24	42	34	19	41	40

‡ Reporting standards not met.
[1]Based on the estimated 5,300 or 11 percent of public elementary schools that provided Supplemental Educational Services (SES) to students.
[2]Based on the estimated 17,100 or 34 percent of public elementary schools with academic instruction/tutoring programs, other than SES, for students who need academic assistance.
[3]Based on the estimated 5,000 or 10 percent of public elementary schools with academic instruction/tutoring programs other than SES or other programs for students who need academic assistance. For example, some academic instruction/tutoring programs may provide extra academic lessons for students who are doing well in school while others may provide additional instruction in foreign languages or the arts.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 7. Percentage distribution of public elementary schools with 21st Century Community Learning Centers (21st CCLCs) reporting the highest grade served by the Center and the Center's hours of operation, by selected school characteristics: 2008

Selected characteristic	Highest grade served by 21st CCLC		Center's hours of operation per week		
	No grade higher than 6	At least one grade higher than 6	Less than 10 hours	10 to 14 hours	15 or more hours
All public elementary schools	81	19	21	35	45
Enrollment size					
Less than 300	78	22	34	29	37
300 to 499	76	24	16	48	37
500 or more	88	12	16	28	56
School locale					
City	88	12	11	34	54
Urban fringe	87	13	8	35	57
Town	‡	‡	‡	‡	‡
Rural	68	32	41	27	31
Region					
Northeast	‡	‡	‡	‡	‡
Southeast	76	25	31	46	23
Central	75	25	14	37	50
West	88	12	20	19	61
Percent minority enrollment					
Less than 6 percent	‡	‡	‡	‡	‡
6 to 20 percent	‡	‡	‡	‡	‡
21 to 49 percent	‡	‡	‡	‡	‡
50 percent or more	80	20	18	31	51
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	‡	#	‡	‡	‡
35 to 49 percent	‡	‡	‡	‡	‡
50 to 74 percent	86	15	18	37	45
75 percent or more	78	22	21	32	47

Rounds to zero.
‡ Reporting standards not met.
NOTE: Percentages are based on the estimated 5,000 or 10 percent of public elementary schools that reported any 21st Century Community Learning Centers at the school. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 8. Percentage distribution of public elementary schools with various types of after-school programs reporting that transportation home was provided for students in the program: 2008

Program	Transportation was provided for: All students	Some students	No students
Fee-based stand-alone day care that was operated by the school or district[1]	2	2	96
Stand-alone academic instruction/tutoring programs[2]	21	15	64
21st Century Community Learning Centers[3]	32	9	59
Other school- or district-operated stand-alone or broad-based formal after-school programs[4]	15	10	75

[1]Based on the estimated 10,500 or 21 percent of public elementary schools that had fee-based stand-alone day care that was operated by the school or district.
[2]Based on the estimated 21,300 or 43 percent of public elementary schools that had a stand-alone academic instruction/tutoring program at the school.
[3]Based on the estimated 5,000 or 10 percent of public elementary schools that had a 21st Century Community Learning Center at the school.
[4]Based on the estimated 4,400 or 9 percent of public elementary schools that had other school- or district-operated stand-alone or broad-based after-school programs at the school.
NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 9. Percent of public elementary schools with various types of after-school programs reporting that transportation home was provided for some or all students in the program, by selected school characteristics: 2008

Selected characteristic	Fee-based stand-alone day care that was operated by the school or district[1]	Stand-alone academic instruction/ tutoring program[2]	21st Century Community Learning Center[3]	Other school- or district-operated stand-alone or broad-based formal after-school programs[4]
All public elementary schools	4	37	41	24
Enrollment size				
Less than 300	8	38	41	35
300 to 499	1	39	42	25
500 or more	5!	34	40	19
School locale				
City	3	37	25	18
Urban fringe	3	39	43	23
Town	#	31	‡	‡
Rural	8	36	60	44
Region				
Northeast	9!	45	‡	‡
Southeast	4	40	‡	‡
Central	5	31	‡	‡
West	‡	34	39	24
Percent minority enrollment				
Less than 6 percent	6!	29	‡	‡
6 to 20 percent	‡	36	‡	‡
21 to 49 percent	4	35	‡	‡
50 percent or more	4	40	44	27
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	3!	30	‡	20
35 to 49 percent	8	41	‡	‡
50 to 74 percent	‡	41	‡	‡
75 percent or more	4	37	44	25

Rounds to zero.
! Interpret data with caution; coefficient of variation is greater than 50 percent.
‡ Reporting standards not met.
[1]Based on the estimated 10,500 or 21 percent of public elementary schools that had fee-based stand-alone day care that was operated by the school or district.
[2]Based on the estimated 21,300 or 43 percent of public elementary schools that had a stand-alone academic instruction/tutoring program at the school.
[3]Based on the estimated 5,000 or 10 percent of public elementary schools that had a 21st Century Community Learning Center at the school.
[4]Based on the estimated 4,400 or 9 percent of public elementary schools that had other school- or district-operated stand-alone or broad-based after-school programs at the school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 10. Percentage distribution of public elementary schools with various types of after-school programs reporting the extent to which various factors hindered students from participating in the program: 2008

Factor and extent to which it hindered student participation	Fee-based stand-alone day care that was operated by the school or district [1]	21st Century Community Learning Center[2]	School- or district-operated after-school programs other than fee-based stand-alone day care, stand-alone academic instruction/ tutoring programs, or 21st Century Community Learning Centers[3]
Cost to parents			
Not at all	23	†	73
Small extent	39	†	14
Moderate extent	28	†	9
Large extent	10	†	3
Lack of/inadequate transportation home from program			
Not at all	46	53	43
Small extent	32	34	31
Moderate extent	15	9	13
Large extent	8	4	13
Insufficient slots in the program			
Not at all	68	50	48
Small extent	12	21	30
Moderate extent	12	15	9
Large extent	9	14	12

†Not applicable; question was not asked in survey.
[1]Based on the estimated 10,500 or 21 percent of public elementary schools that had fee-based stand-alone day care that was operated by the school or district.
[2]Based on the estimated 5,000 or 10 percent of public elementary schools that had a 21st Century Community Learning Center at the school.
[3]Based on the estimated 4,400 or 9 percent of public elementary schools that had other school- or district-operated stand-alone or broad-based after-school programs at the school.
NOTE: Schools were not asked to indicate the extent to which various factors hindered students from participating in stand-alone academic instruction/tutoring programs. Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 11. Percent of public elementary schools reporting that their students attended various types of formal after-school programs at another location, by selected school characteristics: 2008

Selected characteristic	Fee-based stand-alone day care	Stand-alone academic instruction/ tutoring program	21st Century Community Learning Center	Other types of formal stand-alone or broad-based after-school programs[1]
All public elementary schools	46	22	3	8
Enrollment size				
Less than 300	32	16	4	6
300 to 499	46	21	3	7
500 or more	56	26	2	10
School locale				
City	56	29	3	10
Urban fringe	55	24	2	8
Town	39	18	6	7
Rural	28	13	3	6
Region				
Northeast	53	19	3	9
Southeast	49	27	3	8
Central	43	19	2	6
West	43	23	2	8
Percent minority enrollment				
Less than 6 percent	35	14	3	6
6 to 20 percent	46	17	1	6
21 to 49 percent	50	23	2	8
50 percent or more	49	28	4	10
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	50	21	1	7
35 to 49 percent	40	17	2	8
50 to 74 percent	45	20	3	5
75 percent or more	45	27	5	10

[1]Other types of formal after-school programs are after-school programs other than fee-based stand-alone day care, stand-alone academic instruction/tutoring programs, and 21st Century Community Learning Centers.
NOTE: Percentages are based on the estimated 49,700 public elementary schools in the nation.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

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Appendix A

Standard Error Tables

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Table 1a. Standard errors for the number of public elementary schools and percent reporting that formal after-school programs were located at the school, by type of program and selected school characteristics: 2008

Selected characteristic	Total number of public elementary schools	Percent of schools with: Any formal after-school program	Fee-based stand-alone day care	Stand-alone academic instruction/ tutoring program	21st Century Community Learning Center	Other types of formal stand-alone or broad-based after-school programs
All public elementary schools	183.8	1.1	1.3	1.2	0.7	0.9
Enrollment size						
Less than 300	164.3	2.2	1.9	2.3	1.4	1.4
300 to 499	167.4	2.0	2.4	2.2	1.2	1.7
500 or more	53.1	1.8	1.9	1.9	1.1	1.6
School locale						
City	565.7	2.1	2.3	2.3	1.5	1.8
Urban fringe	300.6	2.5	2.4	2.4	0.8	1.7
Town	229.8	4.7	3.5	5.0	2.4	2.5
Rural	359.2	2.0	2.1	1.9	1.4	1.3
Region						
Northeast	317.2	2.7	3.0	2.8	1.6	2.3
Southeast	554.7	2.4	2.3	2.3	1.5	1.8
Central	640.0	2.6	2.2	2.6	1.5	1.4
West	692.9	2.1	2.4	2.3	1.4	1.6
Percent minority enrollment						
Less than 6 percent	465.5	3.1	2.4	2.6	1.9	2.0
6 to 20 percent	544.8	2.6	2.5	2.6	1.0	1.9
21 to 49 percent	529.4	2.7	3.1	2.5	1.3	1.6
50 percent or more	183.8	1.7	2.1	2.0	1.6	1.6
Percent of students eligible for free or reduced-price lunch						
Less than 35 percent	400.7	2.1	2.0	1.8	0.6	1.5
35 to 49 percent	336.7	3.1	2.9	3.0	1.6	2.3
50 to 74 percent	431.8	2.3	2.5	2.5	1.7	1.8
75 percent or more	411.9	1.9	2.3	2.3	1.8	1.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 2a. Standard errors for the percent of public elementary schools reporting that one or more stand-alone academic instruction/tutoring programs were located at the school, by type of program and selected school characteristics: 2008

Selected characteristic	One or more stand-alone academic instruction/tutoring programs	Type of stand-alone academic instruction/tutoring program		
		Supplemental Education Services (SES)	Other stand-alone academic instruction/ tutoring program for students who need assistance	Other types of stand-alone academic instruction/ tutoring program
All public elementary schools	1.2	0.7	1.1	0.7
Enrollment size				
Less than 300	2.3	1.0	2.3	1.0
300 to 499	2.2	1.6	1.9	1.1
500 or more	1.9	1.3	1.9	1.1
School locale				
City	2.3	1.8	2.2	1.5
Urban fringe	2.4	1.2	2.2	1.3
Town	5.0	2.3	4.2	3.0
Rural	1.9	0.9	2.1	1.2
Region				
Northeast	2.8	2.1	3.0	1.8
Southeast	2.3	1.6	2.1	1.6
Central	2.6	1.6	2.5	1.4
West	2.3	1.3	2.1	1.6
Percent minority enrollment				
Less than 6 percent	2.6	1.2	2.6	1.3
6 to 20 percent	2.6	1.0	2.5	1.4
21 to 49 percent	2.5	1.2	2.7	1.1
50 percent or more	2.0	1.8	1.9	1.8
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	1.8	0.7	1.8	1.0
35 to 49 percent	3.0	1.8	3.4	1.6
50 to 74 percent	2.5	1.5	2.2	1.5
75 percent or more	2.3	2.0	2.4	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 3a. Standard errors for the percentage distribution of public elementary schools reporting the number of formal after-school programs that were located at the school, by selected school characteristics: 2008

Selected characteristic	No program	1 program	2 programs	3 or more programs
All public elementary schools	1.1	1.0	1.2	0.9
Enrollment size				
Less than 300	2.2	2.2	1.8	1.3
300 to 499	2.0	1.8	2.3	1.6
500 or more	1.8	1.4	1.9	1.6
School locale				
City	2.1	1.8	2.1	1.8
Urban fringe	2.5	1.4	2.1	1.7
Town	4.7	4.0	3.7	2.6
Rural	2.0	1.8	1.6	1.2
Region				
Northeast	2.7	2.0	2.2	2.0
Southeast	2.4	2.2	2.4	1.7
Central	2.6	2.0	2.1	1.4
West	2.1	1.5	1.9	1.5
Percent minority enrollment				
Less than 6 percent	3.1	2.3	2.0	1.5
6 to 20 percent	2.6	1.6	1.8	1.7
21 to 49 percent	2.7	2.0	2.3	1.7
50 percent or more	1.7	2.0	1.7	1.7
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	2.1	0.9	1.8	1.4
35 to 49 percent	3.1	2.9	2.6	1.9
50 to 74 percent	2.3	2.4	2.1	1.8
75 percent or more	1.9	2.3	2.1	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 4a. Standard errors for the total enrollment in formal after-school programs at public elementary schools and percentage distribution of enrollments in various types of programs, by selected school characteristics: 2008

Selected characteristic	Total enrollment in formal after-school programs	Percent of total enrollment in: Fee-based stand-alone day care	Stand-alone academic instruction/ tutoring program	21st Century Community Learning Center	Other types of formal stand-alone or broad-based after-school programs
All public elementary schools	93,939.4	0.9	1.2	1.0	1.1
Enrollment size					
Less than 300	13,101.1	2.0	2.7	2.5	2.5
300 to 499	17,618.6	1.9	2.2	1.9	2.0
500 or more	18,967.6	1.5	1.7	1.2	1.6
School locale					
City	91,457.4	1.6	2.4	1.3	2.2
Urban fringe	82,510.4	2.1	2.2	0.9	1.7
Town	22,506.3	4.3	5.8	4.5	3.6
Rural	40,389.4	2.6	2.3	2.8	2.1
Region					
Northeast	55,397.2	3.0	3.5	1.9	3.4
Southeast	73,549.3	2.4	2.0	1.8	1.4
Central	67,865.3	2.9	3.4	2.1	1.9
West	103,197.1	1.5	2.4	1.6	2.3
Percent minority enrollment					
Less than 6 percent	37,648.2	3.0	3.1	3.4	3.5
6 to 20 percent	39,164.9	2.4	2.2	2.4	2.5
21 to 49 percent	65,034.4	2.9	1.7	1.6	1.8
50 percent or more	85,927.2	1.5	1.9	1.4	1.8
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	53,615.1	2.1	1.5	0.8	2.1
35 to 49 percent	36,093.3	2.8	3.2	2.4	2.8
50 to 74 percent	50,433.8	2.6	3.0	2.5	2.6
75 percent or more	78,189.7	1.5	2.2	1.7	2.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 5a. Standard errors for the percentage distribution of public elementary schools with fee-based stand-alone day care programs reporting the number of hours per week that the program operated at the school, by selected school characteristics: 2008

Selected characteristic	Less than 15 hours per week	15 to 19 hours per week	20 or more hours per week
All public elementary schools	1.8	1.8	1.5
Enrollment size			
Less than 300	4.5	4.7	3.3
300 to 499	3.0	3.3	2.7
500 or more	2.5	2.4	2.4
School locale			
City	2.5	2.9	2.6
Urban fringe	2.8	2.8	2.4
Town	†	†	†
Rural	4.3	4.0	3.5
Region			
Northeast	3.7	4.1	3.2
Southeast	3.0	3.3	3.5
Central	3.6	3.6	2.6
West	2.6	3.7	3.4
Percent minority enrollment			
Less than 6 percent	5.3	5.9	4.6
6 to 20 percent	3.2	4.4	3.5
21 to 49 percent	3.4	3.7	2.8
50 percent or more	2.7	3.4	3.2
Percent of students eligible for free or reduced-price lunch			
Less than 35 percent	2.6	2.6	2.0
35 to 49 percent	4.3	5.2	4.2
50 to 74 percent	3.5	4.2	4.3
75 percent or more	4.0	4.0	3.6

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 6a. Standard errors for the percentage distribution of public elementary schools with various types of stand-alone academic instruction/tutoring programs reporting the number of hours per week that the program operated at the school, by selected school characteristics: 2008

Selected characteristic	Supplemental Educational Services (SES)			Other stand-alone academic instruction/tutoring program for students who need academic assistance			Other types of stand-alone academic instruction/ tutoring program		
	1 to 2 hours	3 to 4 hours	5 or more hours	1 to 2 hours	3 to 4 hours	5 or more hours	1 to 2 hours	3 to 4 hours	5 or more hours
All public elementary schools	2.8	4.0	3.4	1.8	2.1	1.9	3.9	3.2	3.7
Enrollment size									
Less than 300	9.0	10.0	8.6	3.9	3.9	3.9	7.8	8.5	8.7
300 to 499	5.0	9.4	7.8	3.4	3.9	3.4	7.5	7.3	7.1
500 or more	3.8	4.9	4.8	3.2	3.5	2.8	5.1	4.9	5.5
School locale									
City	3.3	5.6	4.9	2.6	3.3	3.3	6.4	5.4	6.1
Urban fringe	7.5	8.3	6.0	4.4	4.4	2.9	7.1	6.4	7.0
Town	†	†	†	5.8	6.3	5.0	†	†	†
Rural	†	†	†	3.9	3.7	3.5	8.5	7.2	8.5
Region									
Northeast	7.4	7.9	8.1	4.4	4.1	4.1	†	†	†
Southeast	4.8	7.3	7.3	3.7	4.3	4.0	7.8	7.1	8.1
Central	7.0	7.6	6.9	4.2	4.1	3.6	7.8	10.4	9.0
West	7.6	9.9	7.0	2.9	3.5	3.7	6.5	6.0	6.1
Percent minority enrollment									
Less than 6 percent	†	†	†	4.9	5.0	4.7	†	†	†
6 to 20 percent	†	†	†	5.0	4.4	4.1	†	†	†
21 to 49 percent	†	†	†	4.1	4.8	4.1	9.2	8.5	6.7
50 percent or more	3.0	4.6	4.1	2.5	3.3	3.0	4.1	5.4	5.3
Percent of students eligible for free or reduced-price lunch									
Less than 35 percent	†	†	†	3.9	3.6	3.0	9.2	8.1	7.7
35 to 49 percent	†	†	†	5.0	4.5	4.6	†	†	†
50 to 74 percent	†	†	†	3.6	4.3	4.1	8.0	6.4	7.6
75 percent or more	3.0	5.0	4.7	2.9	3.8	3.7	5.5	6.0	5.7

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 7a. Standard errors for the percentage distribution of public elementary schools with 21st Century Community Learning Centers (21st CCLCs) reporting the highest grade served by the Center and the Center's hours of operation, by selected school characteristics: 2008

Selected characteristic	Highest grade served by 21st CCLC		Center's hours of operation per week		
	No grade higher than 6	At least one grade higher than 6	Less than 10 hours	10 to 14 hours	15 or more hours
All public elementary schools	2.8	2.8	3.4	3.8	4.1
Enrollment size					
Less than 300	6.2	6.2	7.1	5.3	7.6
300 to 499	6.6	6.6	5.3	7.1	7.8
500 or more	4.2	4.2	4.4	5.5	4.5
School locale					
City	3.9	3.9	4.2	7.2	6.7
Urban fringe	6.1	6.1	4.6	9.1	9.2
Town	†	†	†	†	†
Rural	5.3	5.3	7.3	6.4	6.9
Region					
Northeast	†	†	†	†	†
Southeast	6.5	6.5	7.6	9.1	8.2
Central	7.2	7.2	5.8	8.1	6.6
West	4.7	4.7	4.9	5.1	6.8
Percent minority enrollment					
Less than 6 percent	†	†	†	†	†
6 to 20 percent	†	†	†	†	†
21 to 49 percent	†	†	†	†	†
50 percent or more	4.0	4.0	3.3	4.5	4.8
Percent of students eligible for free or reduced-price lunch					
Less than 35 percent	†	†	†	†	†
35 to 49 percent	†	†	†	†	†
50 to 74 percent	5.3	5.3	5.4	6.2	6.2
75 percent or more	4.0	4.0	3.9	5.2	5.5

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 8a. Standard errors for the percentage distribution of public elementary schools with various types of after-school programs reporting that transportation home was provided for students in the program: 2008

Program	Transportation was provided for: All students	Some students	No students
Fee-based stand-alone day care that was operated by the school or district	0.7	0.9	1.1
Stand-alone academic instruction/tutoring programs	1.4	1.3	1.6
21st Century Community Learning Centers	4.0	1.9	2.0
Other school- or district-operated stand-alone or broad-based formal after-school programs	3.2	2.2	2.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 9a. Standard errors for the percent of public elementary schools with various types of after-school programs reporting that transportation home was provided for some or all students in the program, by selected school characteristics: 2008

Selected characteristic	Fee-based stand-alone day care that was operated by the school or district	Stand-alone academic instruction/ tutoring program	21st Century Community Learning Center	Other school- or district-operated stand-alone or broad-based formal after-school programs
All public elementary schools	1.1	1.7	4.4	4.0
Enrollment size				
Less than 300	3.7	3.3	6.6	8.4
300 to 499	1.0	3.5	8.3	5.5
500 or more	1.5	2.4	6.9	5.7
School locale				
City	1.5	2.6	6.8	5.8
Urban fringe	1.5	2.8	9.7	6.4
Town	†	6.3	†	†
Rural	2.9	4.2	7.6	9.8
Region				
Northeast	5.2	3.8	†	†
Southeast	1.7	4.5	†	†
Central	2.2	3.7	†	†
West	†	2.9	6.8	6.1
Percent minority enrollment				
Less than 6 percent	3.4	4.9	†	†
6 to 20 percent	†	4.2	†	†
21 to 49 percent	1.8	3.7	†	†
50 percent or more	1.7	2.8	5.6	5.9
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	1.7	3.5	†	7.0
35 to 49 percent	3.7	5.3	†	†
50 to 74 percent	†	3.9	†	†
75 percent or more	2.2	2.9	5.8	5.6

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 10a. Standard errors for the percentage distribution of public elementary schools with various types of after-school programs reporting the extent to which various factors hindered students from participating in the program: 2008

Factor and extent to which it hindered student participation	Fee-based stand-alone day care that was operated by the school or district	21st Century Community Learning Center	School- or district-operated after-school programs other than fee-based stand-alone day care, stand-alone academic instruction/ tutoring programs, or 21st Century Community Learning Centers
Cost to parents			
Not at all	2.0	†	3.2
Small extent	2.7	†	3.1
Moderate extent	2.5	†	2.4
Large extent	1.5	†	1.4
Lack of/inadequate transportation home from program			
Not at all	2.3	4.4	3.7
Small extent	2.8	3.8	3.3
Moderate extent	2.2	2.1	2.3
Large extent	1.4	1.6	3.5
Insufficient slots in the program			
Not at all	2.4	4.5	3.5
Small extent	1.7	3.7	3.9
Moderate extent	2.2	3.3	2.5
Large extent	1.7	2.9	2.5

†Not applicable.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Table 11a. Standard errors for the percent of public elementary schools reporting that their students attended various types of formal after-school programs at another location, by selected school characteristics: 2008

Selected characteristic	Fee-based stand-alone day care	Stand-alone academic instruction/ tutoring program	21st Century Community Learning Center	Other types of formal stand-alone or broad-based after-school programs
All public elementary schools	1.2	1.1	0.5	0.7
Enrollment size				
Less than 300	2.0	1.6	0.8	1.1
300 to 499	2.4	1.8	0.8	1.0
500 or more	2.0	1.8	0.6	1.2
School locale				
City	2.5	2.1	0.8	1.5
Urban fringe	2.1	1.8	0.6	1.2
Town	4.1	2.7	1.9	2.2
Rural	1.7	1.5	0.6	1.1
Region				
Northeast	3.1	2.5	0.9	1.8
Southeast	2.4	2.4	0.9	1.3
Central	2.4	1.7	0.7	1.1
West	2.1	1.8	0.7	1.3
Percent minority enrollment				
Less than 6 percent	2.6	1.9	0.9	1.5
6 to 20 percent	2.5	1.7	0.6	1.3
21 to 49 percent	2.7	2.0	0.7	1.3
50 percent or more	2.0	1.5	0.9	1.5
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	2.0	1.8	0.5	1.2
35 to 49 percent	3.1	2.2	0.9	1.7
50 to 74 percent	2.4	2.1	0.9	1.3
75 percent or more	2.4	2.0	1.2	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

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Appendix B

Technical Notes

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Technical Notes

Fast Response Survey System

The Fast Response Survey System (FRSS) was established in 1975 by the National Center for Education Statistics (NCES), U.S. Department of Education. FRSS is designed to collect issue-oriented data within a relatively short time frame. FRSS collects data from state education agencies, local education agencies, public and private elementary and secondary schools, public school teachers, and public libraries. To ensure minimal burden on respondents, the surveys are generally limited to three pages of questions, with a response burden of about 30 minutes per respondent. Sample sizes are relatively small (usually about 1,000 to 1,500 respondents per survey) so that data collection can be completed quickly. Data are weighted to produce national estimates of the sampled education sector. The sample size permits limited breakouts by classification variables. However, as the number of categories within the classification variables increases, the sample size within categories decreases, which results in larger sampling errors for the breakouts by classification variables.

Sample Design

The sample for the FRSS survey on after-school programs consisted of 1,798 regular public elementary schools in the 50 states and the District of Columbia. It was selected from the 2005–06 NCES Common Core of Data (CCD) Public School Universe file, which was the most current file available at the time of selection. The sampling frame included 50,934 regular elementary schools. For the purposes of the study, an elementary school was defined as a school with a high grade of 1 to 8 and a low grade of prekindergarten, kindergarten, or grades 1 to 3. Excluded from the sampling frame were schools with a high grade of prekindergarten or kindergarten and ungraded schools, along with special education, vocational, and alternative/other schools, schools outside the 50 states and the District of Columbia, and schools with zero or missing enrollment.

The public school sampling frame was stratified by enrollment size (less than 300, 300 to 499, 500 to 599, 600 to 749, and 750 or more) and percent eligible for free or reduced-price lunch (less than 35 percent, 36 to 49 percent, 50 to 74 percent, and 75 percent or more). Schools in the frame were then sorted by type of locale (city, urban fringe, town, and rural) and region (Northeast, Southeast, Central, and West) to induce additional implicit stratification. These variables are defined in more detail in the "Definitions of Analysis Variables" section of these Technical Notes.

Data Collection and Response Rates

Questionnaires and cover letters for the study were mailed to the principal of each sampled school in late December 2007. The letter introduced the study and requested that the questionnaire be completed by the person most knowledgeable about after-school programs that were physically located at the school. Respondents were encouraged to consult with the administrators of after-school programs that were located at the school but operated by some entity other than the school or district (e.g., privately run fee-based day care). Respondents were also offered the option of completing the survey via the Web.

Telephone follow-up for survey nonresponse and data clarification was initiated in January 2008 and completed in early May 2008.

Of the 1,798 schools in the sample, 40 were found to be ineligible for the survey because they were closed or did not meet the grade requirements for inclusion as an elementary school. This left a total of 1,758 eligible schools in the sample. Completed questionnaires were received from 1,601 schools, or 91 percent of the eligible schools (table B-1). Of the schools that completed the survey, 37 percent completed it by Web, 30 percent completed it by mail, 13 percent completed it by fax, and 20 percent completed it by telephone. The weighted response rate was 91 percent. The weighted number of eligible schools in the survey represents the estimated universe of regular elementary schools in the 50 states and the District of Columbia.

Table B-1. Number and percent of responding public elementary schools in the study sample, and estimated number and percent of public schools the sample represents, by selected school characteristics: 2008

Selected characteristic	Respondent sample (unweighted)		National estimate (weighted)	
	Number	Percent	Number	Percent
All public elementary schools	1,601	100	49,700	100
Enrollment size				
Less than 300	470	29	13,100	26
300 to 499	471	29	17,600	35
500 or more	660	41	19,000	38
Locale				
City	432	27	14,000	28
Urban fringe	534	33	17,200	35
Town	137	9	4,200	8
Rural	498	31	14,300	29
Region				
Northeast	288	18	9,200	19
Southeast	360	22	10,900	22
Central	424	26	13,300	27
West	529	33	16,300	33
Percent minority enrollment				
Less than 6 percent	292	35	8,700	35
6 to 20 percent	372	15	11,600	14
21 to 49 percent	370	23	11,500	23
50 percent or more	567	27	17,800	27
Percent of students eligible for free or reduced-price lunch				
Less than 35 percent	561	18	17,500	18
35 to 49 percent	238	23	7,200	23
50 to 74 percent	376	23	11,600	23
75 percent or more	426	35	13,400	36

NOTE: Detail may not sum to totals because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Imputation for Item Nonresponse

Although item nonresponse for key items was very low, missing data were imputed for the six items with a response rate of less than 100 percent (table B-2).[3] The missing items included both numerical data such as the number of students enrolled in fee-based stand-alone day care, as well as categorical data such as whether cost to parents was a hindrance to student participation in fee-based stand-alone day care. The missing data were imputed using a "hot-deck" approach to obtain a "donor" school from which the imputed values were derived. Under the hot-deck approach, a donor school that matched selected characteristics of the school with missing data (the recipient school) was identified. The matching characteristics included enrollment size, percent of students in the school eligible for free or reduced-price lunch, and type of locale. In addition, relevant questionnaire items were used to form appropriate imputation groupings. Once a donor was found, it was used to obtain the imputed values for the school with missing data. For both categorical and numerical items, the imputed value was simply the corresponding value from the donor school. All missing items for a given school were imputed from the same donor.

Table B-2. Percent of cases with imputed data in the study sample, and percent of cases with imputed data the sample represents, by questionnaire item: 2008

Questionnaire item		Respondent sample (unweighted)	National estimate (weighted)
q2a	Number of students enrolled in fee-based stand-alone day care program	0.06	0.05
q2b	Hours per week in fee-based stand-alone day care program operates	0.12	0.16
q6a	Extent to which cost to parents hindered student participation in fee-based stand-alone day care	0.06	0.05
q8aenrol	Enrollment in Supplemental Educational Services	0.06	0.07
q8ahrs	Hours per week in Supplemental Educational Services	0.06	0.07
Q19ebroadbased	Other focus of broad-based programs other than fee-based stand-alone day care, stand-alone academic instruction or 21st CCLC	0.06	0.08

NOTE: Data were imputed using hot-deck imputation procedures.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System (FRSS), "After-School Programs in Public Elementary Schools," FRSS 91, 2008.

Data Reliability

While the After-School Programs in Public Elementary Schools survey was designed to account for sampling error and to minimize nonsampling error, estimates produced from the data collected are subject to both types of error. Sampling error occurs because the data are collected from a sample rather than a census of the population, and nonsampling errors are errors made during the collection and processing of the data.

Sampling Errors

The responses were weighted to produce national estimates (table B-1). The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling

[3] Per NCES standards, all missing questionnaire data are imputed.

variability. General sampling theory was used to estimate the sampling variability of the estimates and to test for statistically significant differences between estimates.

The standard error is a measure of the variability of an estimate due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of public elementary schools that had a fee-based stand-alone day care program at the school is 45.6 percent, and the standard error is 1.3 percent (tables 1 and 1a). The 95 percent confidence interval for the statistic extends from [45.6 – (1.3 x 1.96)] to [45.6 + (1.3 x 1.96)], or from 43.1 to 48.1 percent. The 1.96 is the *critical value* for a statistical test at the 0.05 significance level (where 0.05 indicates the 5 percent of all possible samples that would be outside the range of the confidence interval).

Because the data from the FRSS after-school programs survey were collected using a complex sampling design, the variances of the estimates from this survey (e.g., estimates of proportions) are typically different from what would be expected from data collected with a simple random sample. Not taking the complex sample design into account can lead to an underestimation of the standard errors associated with such estimates. To generate accurate standard errors for the estimates in this report, standard errors were computed using a technique known as jackknife replication. As with any replication method, jackknife replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. To construct the replications, 50 stratified subsamples of the full sample were created and then dropped 1 at a time to define 50 jackknife replicates. A computer program (WesVar) was used to calculate the estimates of standard errors.

All specific statements of comparisons made in this report have been tested for statistical significance at the .05 level using Student's *t*-statistic to ensure that the differences are larger than those that might be expected due to sampling variation. Adjustments for multiple comparisons were not included. Student's *t* values were computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}}$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, differences in respondents' interpretations of the meaning of questions, response differences related to the particular time the survey was conducted, and mistakes made during data preparation. It is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. To minimize the potential for

nonsampling error, this study used a variety of procedures, including a pretest of the questionnaire with principals of elementary schools. The pretest provided the opportunity to check for consistency of interpretation of questions and definitions and to eliminate ambiguous items. The questionnaire and instructions were also extensively reviewed by NCES. In addition, manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone to resolve problems. Data were keyed with 100 percent verification for surveys received by mail, fax, or telephone.

Definitions of Analysis Variables

Many of the school characteristics, described below, may be related to each other. For example, school enrollment size and locale are related, with city schools typically being larger than rural schools. Other relationships between these analysis variables may exist. However, this *First Look* report focuses on national estimates and bivariate relationships between the analysis variables and questionnaire variables rather than more complex analyses.

Enrollment Size – This variable indicates the total number of students enrolled in the school based on data from the 2005–06 CCD. The variable was collapsed into the following three categories:

Less than 300 students
300 to 499 students
500 or more students

School Locale – This variable indicates the type of community in which the school is located, as defined in the 2005–06 CCD (which uses definitions based on U.S. Census Bureau classifications). This variable was based on the eight-category locale variable from CCD, recoded into a four-category analysis variable for this report. Large and midsize cities were coded as city, the urban fringes of large and midsize cities were coded as urban fringe, large and small towns were coded as town, and rural areas outside and inside Metropolitan Statistical Areas (MSAs) were coded as rural. The categories are described in more detail below.

City – A large or midsize central city of a Consolidated Metropolitan Statistical Area (CMSA) or Metropolitan Statistical Area (MSA).

Urban fringe – Any incorporated place, Census-designated place, or non-place territory within a CSMA or MSA of a large or midsize city, and defined as urban by the Census Bureau.

Town – Any incorporated place or Census-designated place with a population greater than or equal to 2,500 and located outside a CMSA or MSA.

Rural – Any incorporated place, Census-designated place, or non-place territory defined as rural by the Census Bureau.

Region – This variable classifies schools into one of the four geographic regions used by the Bureau of Economic Analysis of the U.S. Department of Commerce. Data were obtained from the 2005–06 CCD School Universe file. The geographic regions are:

Northeast – Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont

Southeast – Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia

Central – Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin

West – Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming

Percent Minority Enrollment – This variable indicates the percentage of students enrolled in the school whose race or ethnicity is classified as one of the following: American Indian or Alaska Native, Asian or Pacific Islander, non-Hispanic Black, or Hispanic, based on data in the 2005–06 CCD School Universe file. The percent minority enrollment variable was collapsed into the following four categories:

Less than 6 percent minority
6 to 20 percent minority
21 to 49 percent minority
50 percent or more minority

Percent of Students Eligible for Free or Reduced-Price Lunch—This variable is based on responses to question 24 on the survey questionnaire; if it was missing from the questionnaire (2.4 percent of all cases), it was obtained from the 2005–06 CCD School Universe File. This item serves as a measurement of the concentration of poverty at the school. The categories are:

Less than 35 percent
35 to 49 percent
50 to 74 percent
75 percent or more

Contact Information

For more information about the survey, contact Peter Tice, Early Childhood, International, and Crosscutting Studies Division, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, 1990 K Street NW, Washington, DC 20006, e-mail: Peter.Tice@ed.gov; telephone: (202) 502-7497.

Appendix C

Questionnaire

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U.S. DEPARTMENT OF EDUCATION NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20006–5651 **AFTER-SCHOOL PROGRAMS IN PUBLIC ELEMENTARY SCHOOLS** FAST RESPONSE SURVEY SYSTEM	FORM APPROVED O.M.B. No.: 1850–0733 EXPIRATION DATE: 10/2009
This survey is authorized by law (P.L. 103-382). While participation in this survey is voluntary, your cooperation is critical to make the results of this survey comprehensive, accurate, and timely.	

The survey mainly focuses on various types of **formal** after-school programs/centers for students in **elementary grades**, K through grade 5 or 6, in public elementary schools. These include **stand-alone** programs that focus primarily on a **single** type of service (e.g., only day care) and **broad-based** programs that focus primarily on a **combination** of services (i.e., multiple activities such as academic enrichment and cultural activities). Programs/centers include:

- **Extended day care programs**: i.e., fee-based **stand-alone** programs that focus **primarily** on providing after-school day care. The programs may also provide some academic or enrichment activities.
- **Academic instruction or tutoring programs**: i.e., **stand-alone** after-school programs with an **exclusive** focus on academic instruction or tutoring. This includes Supplemental Educational Services (SES) in schools that did not make Adequate Yearly Progress (AYP) and other academic instruction or tutoring programs.
- **The 21st Century Community Learning Centers (21st CCLCs)**: i.e., centers that are administered by the **federally funded** 21st CCLC program to provide academic enrichment opportunities, including instruction in core academic subjects and a broad array of enrichment activities to complement regular academic programs.
- **All other types** of **formal** after-school programs, including other stand-alone and broad-based programs.

The survey **EXCLUDES** clubs or activities that are offered as school-sponsored extra-curricular activities.

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IF ABOVE SCHOOL INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of Person Completing This Form: _____

Title/Position: _____

Telephone Number: _____ E-mail: _____

Best days and times to reach you (in case of questions): _____

THANK YOU. PLEASE KEEP A COPY OF THE SURVEY FOR YOUR RECORDS.

PLEASE RETURN COMPLETED FORM TO:	**IF YOU HAVE ANY QUESTIONS OR COMMENTS, CONTACT:**
Mail: Basmat Parsad (8096.11.03) Westat 1650 Research Boulevard Rockville, Maryland 20850-3195 **Fax:** 800-254-0984	Basmat Parsad at Westat 800-937-8281, Ext. 8222 or 301-251-8222 E-mail: basmatparsad@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have any comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 1990 K Street, NW, Washington, DC 20006.

DEFINITION BOX: Please read the definitions below before answering the questions.

The survey mainly focuses on various types of **formal** after-school programs/centers for students in **elementary grades**, K through grade 5 or 6, in public elementary schools. These include **stand-alone** programs that focus primarily on a **single** type of service (e.g., only day care) and **broad-based** programs that focus primarily on a **combination** of services (i.e., multiple activities such as academic enrichment and cultural activities). Programs/centers include:

- **Extended day care programs**: i.e., fee-based **stand-alone** programs that focus **primarily** on providing after-school day care. The programs may also provide some academic or enrichment activities.
- **Academic instruction or tutoring programs**: i.e., **stand-alone** after-school programs with an **exclusive** focus on academic instruction or tutoring. This includes Supplemental Educational Services (SES) in schools that did not make Adequate Yearly Progress (AYP) and other academic instruction or tutoring programs.
- **The 21st Century Community Learning Centers (21st CCLCs)**: i.e., centers that are administered by the **federally funded** 21st CCLC program to provide academic enrichment opportunities, including instruction in core academic subjects and a broad array of enrichment activities to complement regular academic programs.
- **All other types** of **formal** after-school programs, including other stand-alone and broad-based programs.

The survey **EXCLUDES** clubs or activities that are offered as school-sponsored extra-curricular activities.

Please report a program only ONCE in this survey

Information Copy Only

I. Fee-Based Extended Day Care Programs (Exclude broad-based programs such as the 21st CCLC)

1. Is there any **fee-based, stand-alone** after-school program that focuses **primarily** on providing **after-school day care** for elementary grade students **at your school**? *See definition box above.*

   Include after-school day care that is physically located at your school regardless of who operates the program.

   Exclude day care that is part of a more broad-based after-school program (such as the 21st CCLC).

   Yes..... 1 *(Continue with question 2.)* No..... 2 *(Skip to question 7.)*

2. Please provide the following information about the after-school **extended day care** program for elementary grades **at your school**.

   a. How many elementary grade **students** are enrolled in the extended day care program? _____students

   b. How many **hours per week** does the extended day care program operate? _____hours **per week**

3. Is the **extended day care** program at your school operated by your **school or district**? *Please include programs your school or district operates independently or jointly with other entities*.

   Yes..... 1 *(Continue with question 4.)* No..... 2 *(Skip to question 7.)*

4. Does your school or district provide transportation home for students in its extended day care program?

   Yes, for **all** students……1 Yes, for **some** students……2 No……3

5. Do elementary grade students from **other schools** attend the school- or district-operated, extended day care program at your school?

   Yes..... 1 No..... 2

6. To what extent do the following factors hinder students from participating in the school- or district-operated, extended day care program **at your school**?

Factor	Not at all	Small extent	Moderate extent	Large extent
a. Cost to parents	1	2	3	4
b. Lack of/inadequate transportation home from the program	1	2	3	4
c. Insufficient slots in the program	1	2	3	4

II. Academic Instruction/Tutoring Programs (Exclude broad-based programs such as the 21st CCLC)

7. Is there any formal, after-school program that focuses **exclusively** on **academic instruction or tutoring** for elementary grade students **at your school**? *See definition box.*

   *Include **stand-alone** programs that are physically located at your school regardless of who operates the programs.*

   Exclude academic instruction that is part of a more broad-based after-school program (such as the 21st CCLC), and clubs or activities that are offered as school-sponsored extra-curricular activities.

   Yes..... 1 *(Continue with question 8.)* No ..... 2 *(Skip to question 11.)*

8. Please provide the following information about the after-school academic instruction or tutoring program at your school. *See instruction in question 7 and definition box.*

Stand-alone Academic Instruction or Tutoring Program	Have program?		If yes,	
	Yes	No	Number of **students** enrolled	Total **hours per week** program operates
a. Stand-alone **Supplemental Educational Services** (SES) for students in schools that did not make Adequate Yearly Progress (AYP)	1	2	_____	_____
b. **Other** stand-alone academic instruction/tutoring program primarily for students who need academic assistance	1	2	_____	_____
c. Any other stand-alone academic instruction/tutoring program (*Specify program focus*) _____	1	2	_____	_____

9. Does your school or district provide transportation home for students in its academic instruction/tutoring program?

   Yes, for **all** students……1 Yes, for **some** students……2 No……3

10. Do elementary grade students from **other schools** attend the academic instruction/tutoring program at your school?

    Yes..... 1 No..... 2

III. The 21st Century Community Learning Centers (21st CCLCs)

11. Is there a 21st Century Community Learning Center (21st CCLC) for elementary grade students **at your school**? *See definition box.*

    Include 21st CCLCs that are physically located at your school regardless of who operates the programs.

    Exclude 21st CCLCs at other locations.

    Yes..... 1 *(Continue with question 12.)* No ..... 2 *(Skip to question 17.)*

12. Please provide the following information about the 21st Century Community Learning Center **at your school**. *See instruction in question 11.*

    a. How many elementary grade **students** are enrolled in the 21st CCLC? _____students

    b. How many **hours per week** does the 21st CCLC operate? _____hours **per week**

13. What is the lowest and highest grade served by the 21st CCLC **at your school**? ____Lowest grade ____Highest grade

14. Does the 21st CCLC at your school provide transportation home for students in the program?

    Yes, for **all** students..... 1 Yes, for **some** students ..... 2 No..... 3

15. Do elementary grade students from **other schools** attend the 21st CCLC at your school?

    Yes..... 1 No..... 2

16. To what extent do the following factors hinder students from participating in the 21st CCLC at your school?

Factor	Not at all	Small extent	Moderate extent	Large extent
a. Lack of/inadequate transportation home from the program	1	2	3	4
b. Insufficient slots in the program	1	2	3	4

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IV. All Other Formal After-School Programs (Exclude programs previously reported in this survey)

17. **Apart from the programs reported in questions 1 through 16**, are there any **other types** of formal after-school programs for elementary grade students **at your school**? *See definition box.*

    *Include **all other** stand-alone or broad-based programs that are physically located at your school but **not** reported in questions 1 through 16.*

    Exclude clubs or activities that are offered as school-sponsored extra-curricular activities.

    Yes..... 1 *(Continue with question 18.)* No ..... 2 *(Skip to question 23.)*

18. Please provide the following information about these **other types** of formal after-school programs **at your school**. *See instruction in question 17.*

    a. How many of these **other types** of formal after-school programs are located at your school? _____programs

    b. What is the **total** number of students enrolled in all of these **other types** of programs? _____students

19. Please provide the following information about the program focus of these **other types** of formal after-school programs.

Program Focus (*Excluding the programs reported in questions 1 through 16*)	Have focus?		If yes, is the focus a part of:			
	Yes	No	A stand-alone program?		A broad-based program?	
			Yes	No	Yes	No
a. Cultural/ethnic	1	2	1	2	1	2
b. Fine arts enrichment (e.g., music, drama, visual arts)	1	2	1	2	1	2
c. Violence prevention	1	2	1	2	1	2
d. Mentoring	1	2	1	2	1	2
e. Academic instruction/tutoring	1	2	**(Not applicable)**		1	2
f. Other focus (*Specify*) _____	1	2	1	2	1	2

20. Are any of these **other types** of after-school programs operated by your **school or district**? *Please include programs your school or district operates independently or jointly with other entities*.

    Yes..... 1 *(Continue with question 21.)* No ..... 2 *(Skip to question 23.)*

21. Does your school or district provide transportation home for students in any of these **other types** of school- or district-operated after-school programs?

    Yes, for **all** students..... 1 Yes, for **some** students ..... 2 No..... 3

22. To what extent do the following factors hinder students from participating in these **other types** of school- or district-operated after-school programs?

Factor	Not at all	Small extent	Moderate extent	Large extent
a. Cost to parents	1	2	3	4
b. Lack of/inadequate transportation home from the program	1	2	3	4
c. Insufficient slots in the program	1	2	3	4

V. Other Topics

23. Do elementary grade students from **your school** attend any of the following types of formal after-school programs **at another location**? *Exclude clubs or activities that are offered as school-sponsored extra-curricular activities.*

	Yes	No	Don't know
a. **Stand-alone** extended day care program	1	2	3
b. **Stand-alone** academic instruction/tutoring program	1	2	3
c. The 21st Century Community Learning Center	1	2	3
d. Other formal after-school programs (*Specify program focus*) _____	1	2	3

24. What percent of the students in your school are eligible for the federally funded free or reduced-price lunch program? *(If none, enter 0.)* _____%

25. Which of the following grades are taught at your school? *(Circle all that apply.)*

PK K 1 2 3 4 5 6 7 8 9 10 11 12 Ungraded

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